



UNIT TITLE: Unit organiser Summer 1							
Rawcliffe Bridge Class 1 KS1- Reception Nursery							
Knowledge and Skills: The bigger picture							
Week	Week 1 8/4	Week 2 15/4	Week 3 22/4	Week 4 29/4	Week 5 6/5	Week 6 13/5	Week 7 20/5
Maths	<b>To 20 and beyond</b> Build numbers beyond 10 (10 - 13) Continue patterns beyond 10 (10-13) Build numbers beyond 10	<b>To 20 and beyond</b> Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns	<b>How many more</b> Add more How many did I add? Take away How many did I take away?	<b>Manipulate, compose and decompose</b> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements	<b>Manipulate, compose and decompose</b> Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	<b>Sharing and grouping</b> Explore sharing Sharing Explore grouping	<b>Sharing and grouping</b> Grouping Even and odd sharing Play with and build doubles
	<b>Sequencing</b> Nursery rhymes Daily sequencing Hungry caterpillar	<b>Positional Language</b> On or under In or out In front or behind	<b>More than/fewer than</b> More Fewer More or fewer	<b>Shape 2D</b> Circles Triangles rectangles	<b>Shape 3D</b> Cubes and cuboids Cylinders spheres	<b>Consolidation</b> More and fewer Positional language sequencing	<b>Number composition 1-5 Revision</b> Composition of 3 Composition of 4 Composition of 3 and 4
Phonics	<b>Phase 4:</b> Short vowels CVCC	<b>Phase 4:</b> Short vowels CVCC CCVC	<b>Phase 4:</b> Short vowels CCVCC, CCCVC, CCCVCC longer words	<b>Phase 4:</b> Longer words Compound words	<b>Phase 4:</b> Root words ending in -ing, -ed -est	<b>Assessment</b>	<b>Consolidate</b>
	<b>Foundations to phonics</b> New sound b Rhyme time row row row your boat	<b>Foundations to phonics</b> New sound f Rhyme time Round and round the garden	<b>Foundations to phonics</b> New sound l Rhyme time wind the bobbin up	<b>Foundations to phonics</b> New sound j Rhyme time wheels on the bus	<b>Foundations to phonics</b> New sound v Rhyme time Ring a ring a roses	<b>Foundations to phonics</b> New sound w Rhyme time A sailor went to sea	<b>Foundations to phonics</b> New sound y Rhyme time The grand old duke of York
Literacy	<b>Poetry</b>  Re recall a poem	<b>Poetry</b>  To create their own poem	<b>Poetry</b>  To perform their own poem	<b>Non-fiction</b>  To understand what instructions are.	<b>Non-fiction</b>  To learn instruction and order them.	<b>Non-fiction</b>  To use phonics to write a series of sentences.	<b>Non-fiction</b>  To use phonics to write a series of sentences.
	To write name	To make marks which represent words	To orally compose sentences	To begin to form some letter correctly	To begin to form some letter correctly	To identify beginning sounds	To orally compose sentences

<p><b>Communication and Language</b></p>	<p>listen attentively and respond to what they hear with relevant questions, comments and actions participate in small groups offering their own ideas, using recently introduced vocabulary</p> <p>Launch pad and sorting foods into crunchy or not.</p>	<p>make comments about what they have heard and ask questions to clarify their understanding participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Launch pad and Ask the question 'Is all sweet food unhealthy?'</p>	<p>listen attentively and respond to what they hear with relevant questions, comments and actions offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</p> <p>Launch pad and Disgusting sandwich</p>	<p>participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary hold conversation when engaged in back-and-forth exchanges with their teacher and peers as a class,</p> <p>Launch pad A-Z favourite foods</p>	<p>participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions</p> <p>Launch pad and where does food come from activity</p>	<p>make comments about what they have heard and ask questions to clarify their understanding participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Launch pad and discuss food festival and hygiene when cooking</p>	<p>make comments about what they have heard and ask questions to clarify their understanding participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Safety talk about food festival</p>
<p><b>Understanding the world</b></p>	<p>explore the natural world around them, making observations and drawing pictures of plants know that processes and change occur know when in everyday activities science is useful</p> <p>Crisp-map activity</p>	<p>talk about the lives of people around them and their roles in society understand some important processes and changes in the natural world around them</p> <p>Dental activity</p>	<p>understand some of the important processes and changes in the natural world know that food comes from plants or animals and that food has to be grown or caught know that processes and changes occur know that science links to other areas of learning</p> <p>Bread Baking</p>	<p>know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class know about similarities and differences between themselves and others identify how things can be done differently</p> <p>Compare favourite foods (children need to bring in food this week)</p>	<p>explore the natural world around them, making observations and drawing pictures of animals and plants know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class know that processes and change occur</p> <p>Draw the food or how it gets to packed lunch</p>	<p>understand some important processes and changes in the natural world around them know that food comes from plants or animals and that food has to be grown or caught know when in everyday activities science is useful know that processes and changes occur</p> <p>plan what food to cook for food festival</p>	<p>understand some important processes and changes in the natural world around them know that food comes from plants or animals and that food has to be grown or caught know when in everyday activities science is useful know that processes and changes occur</p> <p>make food for food festival</p>
<p><b>Expressive art and design</b></p>	<p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function know what they are designing and making</p>	<p>share their creations, explaining the process they have used know what they like and dislike about a product know what they are designing and making and say what its purpose is</p>	<p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function create simple representations of events, people and objects.</p>	<p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function manipulates materials to achieve a planned effect Know that art can be found in different places.</p>	<p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function know what they are designing and making and say what its purpose is</p>	<p>understand some important processes and changes in the natural world around them know that food comes from plants or animals and that food has to be grown or caught know when in everyday activities science is useful know that processes and changes occur</p>

	and say what its purpose is  Taste then design crisp packet	Cake designing (mud kitchen)	know the key features that define a product  Bread painting	Junk modelling food plate	Food pictures	Create decorations for food festival	make food for food festival
Computing	To understand the meaning of directional arrows.	To experiment programming with bee-bot	To give commands on bee bots	To follow algorithms	To programme bee bots	To debug instructions	Experiment with new knowledge.
Physical Development	<b>Ball skills</b> Theme: beetles To develop rolling a ball to a target.	<b>Ball skills</b> Theme: busy bees To develop stopping a rolling ball.	<b>Ball skills</b> Theme: ladybirds and butterflies To develop accuracy when throwing to a target.	<b>Ball skills</b> Theme: grasshoppers To develop bouncing and catching a ball.	<b>Ball skills</b> Theme: caterpillars To develop dribbling a ball with your feet.	<b>Ball skills</b> Theme: spiders To develop kicking a ball.	<b>Ball skills</b> Consolidate any parts that need more practice.
Personal, Emotional and Social	<b>Me and my family</b> I can identify some of the jobs I do in my family	<b>Make friends make friends</b> I know how to make friends	<b>Make friends make friends</b> I can think of ways to solve problems and stay friends	<b>Falling out and bullying</b> I am starting to understand the impact of unkind words	<b>Falling out and bullying</b> I can use calm time to manage my feelings	<b>Best friends</b> I know how to be a good friend	<b>Consolidation</b> team work games